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WHAT ARE THE SERVICE NEEDS OF THE PARENTS PARTICIPATING
IN THE CHILD CARE ACCESS MEANS PARENTS IN SCHOOL
(CCAMPIS) PROJECT?

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Andrea Michelle Conklin
June 2011

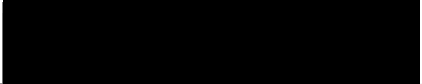
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June 2011

Approved by:



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6/7/11
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ABSTRACT

This research project was intended to explore what services were needed to add to the Child Care Access Means Parents In School (CCAMPIS) project and to evaluate the new Social Work Intern position. The plan was to use a survey to collect information on the parents' ideas and feelings about what resources would be beneficial to them and on their level of awareness of the Social Work Intern at both CCAMPIS sites. A quantitative method was the most appropriate form of collecting data. The data was reviewed, showing resources and support systems parents had or needed. This knowledge will strengthen social work practice in the Child Care Access Means Parents In School project. This research project will also benefit parents who are in need of resources to further support them while at California State University San Bernardino (CSUSB).

ACKNOWLEDGMENTS

I would like to thank all of my family for all their support and unconditional love through graduate school.

To my mother, thank you for supporting and guiding me through graduate school. You spent countless hours on the phone with me listening to my concerns and consoling me by giving me words of encouragement. I appreciate all of your efforts and time you have dedicated to helping me.

To my father, thank you for supporting me and always guiding me in the direction of accomplishing my goal. You have always inspired me to do my best and stressed that working hard pays off in the end. Your love and guidance has supported me through this process and has assisted me in believing in myself.

To Dr. Pa Der Vang, thank you for your patience and expertise throughout this research project. Your guidance has helped me successfully reach my goal. Your assistance is greatly appreciated.

To Dr. Amanda Wilcox-Herzog, thank you for your guidance in helping me further understand the CCAMPIS grant as well as guiding me with this research project. Your helpfulness was greatly appreciated and I hope the results from this study will further benefit the CCAMPIS grant.

DEDICATION

To my husband Thomas - my best friend and confidant, I want to say a big "Thank You" from the bottom of my heart. You believed in me during the good and bad times and never doubted that I could accomplish my goal. You gave me words of encouragement each day that inspired me to do my best. You have made many sacrifices that will never be forgotten and I appreciate everything you have done for me.

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CHAPTER ONE

INTRODUCTION

In October 2009, the Child Care Access Means Parents In School (CCAMPIS) project initiated part of a new grant whereby a graduate student in the social work program at California State University San Bernardino (CSUSB) was provided a stipend to complete a sixteen-hour per week field experience. The graduate student termed a Social Work Intern, provided parents with family and academic support as well as referrals to community agencies for health and other supports. The Social Work Intern was available to families at both CCAMPIS sites, the Children's Center and the Infant/Toddler Lab School.

Problem Statement

"The Child Care Access Means Parents In School (CCAMPIS) project, is administered by the U.S. Department of Education, supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services" (California State University San Bernardino, 2009, para. 1). This project enabled parents to either receive partially subsidized or

completely subsidized child care based on the student's income level.

Each quarter, parents who participate in CCAMPIS have many requirements that must be met by the end of the quarter or they risk losing their child care spot. Parents must maintain at least part-time enrollment as a student as well as maintain a 2.0 grade point average. Parents must be able to show proof that they have seen an academic advising counselor each quarter as well as volunteer at the center their child is currently attending for a minimum of ten hours per quarter. Parents must attend a parent orientation/workshop once per quarter that is designed to evaluate the CCAMPIS childcare program. If these requirements are not fulfilled at the end of each quarter, parents will not be eligible to apply for CCAMPIS assistance anytime in the future.

As part of the CCAMPIS grant, a Social Work Intern was funded to be a resource for parents who may be dealing with multiple stress factors. The goal was for the Social Work Intern to be available to parents, provide community resources, and provide individual counseling services for parents who need extra support.

This particular section of the grant was new so the service needs of the parents had never been studied. An evaluation of the service needs was an important aspect of the grant because parents who are part of CCAMPIS are dealing with many life stressors. It was essential to gain insight into the needs of these parents so the Social Work Intern could better assist parents and their families.

The Department of Education's policy that coincides with this thesis project is "No Child Left Behind." The purpose of this policy is to ensure that all children have a fair and equal opportunity to gain a quality education (Department of Education, 2010). Meeting the needs of low-income children is important so they have an equal opportunity to learn the basic skills that are essential for them to advance to a higher level of learning. Every effort is made to help them meet their educational needs.

Children who come from disadvantaged or low-income backgrounds should be given the opportunity to learn and to be evaluated for additional services to help them in each subject area. This policy supports all children who

do not fit into the norm and helps them achieve their educational goals.

According to the Administration for Children and Families (2010), the Head Start Act's goal is to promote school readiness for low-income children by enhancing their cognitive, social, and emotional development. It is necessary for children to be in a learning environment that enhances their growth and development through age-appropriate activities. It is also important for low-income children to receive appropriate health services in terms of regular medical check-ups, visiting a dentist, and educating the family on developmental norms that a child reaches at each level.

The Head Start Preschool program's goal is to improve the lives of low-income children by providing comprehensive child development services that are family focused (Head Start, 2010). A child can benefit from this philosophy by being involved in a program that encourages a child's development as well as placing the parents as the primary educators of their children. It is important for parents to be involved in their child's learning process because receiving help at home can also be a great influence for children to reach their potential.

Also, having the social support from other agencies in the community that can provide additional support is essential so the family can receive the necessary resources to achieve success and allow their child to receive the benefits of being healthy.

Healthy Families Program is low cost insurance that provides health, dental, and vision coverage to families who have children and cannot afford insurance (Healthy Families, 2010). This program is contracted with many community-based clinics, pharmacies, and hospitals to help children receive the best care. This program is based on family size and income level from a parent or parent's current job. There are several different plans based on how much the family can afford each month. There is a pre-qualification assessment form that must be completed to determine if a family is eligible. If it turns out that a family does not qualify for this program, there are other alternatives that families can consider to help cover the cost of keeping their families healthy.

Social workers need to have a broad base of knowledge in each area of this profession so they can help guide families who are in need of services. Being

aware of agencies and community resources is essential in this profession because that will help the families we serve to receive the additional support they need to help make it through a difficult time.

Purpose of the Study

The purpose of this study was to gain further insight into the service needs of the parents who participate in CCAMPIS. Receiving funding that is either partially subsidized or completely subsidized through CCAMPIS helps families cover the cost of child care while they are pursuing their education. A Social Work Intern was provided to help families from a different aspect by providing them with options for social service referrals, community resources, and/or a professional to talk with to help relieve stressors that may be occurring. Also, exploring other support systems the families may need was essential in helping them further succeed in their educational goals.

The parents who received funding from CCAMPIS were primarily low-income families who were currently straining their resources just to make ends meet and support their families. There were a few families who

come to mind who were struggling day-to-day and did not have reliable transportation or a support system in place. They were experiencing a lot of stress, so providing these families with options for different support systems hopefully helped them in all aspects of their life.

An appropriate research method for this study was a parent survey. CCAMPIS already had established a survey that parents were required to complete each quarter. Additional questions were created to address the research questions for this project. The best data source was evaluating responses from parents who currently participated in the CCAMPIS project. A survey remained confidential but also allowed parents to express, through answering questions that pertain to them, the services they desired while earning their degree.

At the Children's Center, there were approximately sixty-four families who participated in CCAMPIS and at the Infant/Toddler Lab School, there were approximately twenty families. These numbers combined provided a sufficient sample and helped determine the service needs of the parents so more support could be provided. There

could even be the possibility of incorporating additional resources that would benefit the families.

Significance of the Project for Social Work

This proposed study was essential in assisting parents participating in CCAMPIS because these families were confronted with multiple demands that caused conflict between family and school responsibilities. It was essential to give student parents the support they needed through various resources in order to help them achieve their ultimate goal. Finding out what parents needed in terms of support helped guide them through their school experience and increased the strength of the CCAMPIS programs.

The results from this study contributed to social work practice by providing support and appropriate resources to guide parents to make informed decisions. Collaborating with other colleagues about resources brought insight into the many resources that exist in the community. Hopefully, this research will continue to benefit the CCAMPIS project and strengthen the program each year.

In the generalist intervention process, this particular study related to the assessment stage because a survey was used to gather data that assessed the needs of CCAMPIS parents. This was an important stage because parents were able to gain insight into their needs. Evaluation was part of this study because survey questions were reviewed and an evaluation of support systems needed for parents was pursued.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this section a critical review of literature identified support systems parents needed to help them achieve their education. Finding resources that were beneficial to parents attending school helped relieve stress that families were dealing with, provided added support, and assisted them in their educational goals.

On-Campus Child Care Centers

Boulton and Keyes (1995) discussed the importance of having child care centers on-campus while parents gained higher education. Several programs with limited budgets or serving disadvantaged populations found successful ways to fund programs that were able to provide day care support to parents attending school. For example, the child care center at the University of Wisconsin-Milwaukee was developed in the early 1970's to meet the needs and demanding schedules of parents in school. With the ability to serve three hundred families, the program expanded to accommodate the needs of staff and students attending classes.

New York Technical College provided a variety of programs specifically focusing on teen mothers as well as a part of the program that centered on grandparents raising grandchildren. Their program offered a nutritional program so families were able to educate themselves on how to eat healthy and how to make sure they have regular check-ups by a doctor.

Boulton and Keyes (1995) found the following:

Programs had all-day, half-day, evening, or weekend schedules or any combination of these. Children were infants, toddlers, preschoolers, or school age children. Some programs were small and only accepted a few families while other programs were large.

Campuses tailored their programs to meet particular needs. (p. 3)

Overall, campus child care programs served as a wonderful resource for parents needing help with child care. Building effective partnerships with community based resources was also essential for parents so they were provided the appropriate resources as support.

This article discussed how many programs were able to find funding to provide on-campus child care to not only help cover the cost, but also to help parents reach

their goal of earning a higher education. Many different college campuses provided a variety of child care services which were beneficial to the parents. Each program was different because some programs were able to offer more services while others were only able to offer a few services and the cost of child care. Overall, the important factor was the ability to help parents cover the cost of child care.

A methodological limitation to this article was that the study was based on whether or not campus-based child care centers were ideal for parents going to school. The answer was "yes"; the parents found it very convenient and useful. The limitation was the fact that the study did not look further into the issue and determine what other supports the parents needed. Parents may have had other stressful factors going on in their lives that needed to be addressed either through counseling or providing other resources.

Importance of the Quality of Instruction

Burchinal and colleagues (2010) discussed the importance of teacher-child interaction and the quality of instruction for the requirements that needed to be met

in order for each child to advance to the next grade level. A high-quality classroom was essential in providing an environment that encouraged children to learn to their fullest potential. Classroom activities, homework assignments, and classroom instruction on new concepts needed to be at a certain level of learning so students gained the skills and knowledge necessary to continue to grow.

According to the article, the federal government and most states invested heavily in providing publicly-funded child care and early education opportunities for low-income families. Policy makers and parents researched how to improve classroom settings so each child benefited from their learning experience. Improving classroom settings and the curriculum was important in further improving the education taught to children who were preparing for school.

This study found that high-quality classrooms were necessary in order to improve social and academic outcomes in pre-kindergarten programs for low-income children. The CCAMPIS grant emphasized the need for the child to receive age-appropriate curriculum. Therefore, the curriculum provided to the children at the on-site

children centers were constantly being improved so each child was ready for school.

Childcare Policies

Crosby and colleagues (2005) specified that childcare policies affected low-income families when it came to choosing a program that the family qualified for as well as the learning environment. Many low-income families did not have many options for childcare because of the income eligibility requirements. If a family's choices for childcare facilities were limited, ideally the family considered age-appropriate curriculum so the child benefited from their learning environment. This article suggested that policies continue to be maintained and improved so more low-income families can take advantage of having their child-care costs covered.

Factors that contributed to a family's use of different types of childcare included: employment status from part-time to full-time, stress factors or from parent to student status. These factors played an important role in a parent's decision for childcare.

This study clearly indicated programs that offered more comprehensive and generous child care assistance to

families significantly helped with the overall well-being of the child. Improving policy changes to help further assist low-income families not only benefited the child but also the family.

Positive Change by Attending School

Dukes and Taylor (2004) discussed the importance of single parents who made a positive change in their lives by going back to school. This article mentioned several reasons why single parents, dealing with many stress factors, were able to successfully go back to school and earn their education. Some of these parents carried multiple stressors which included: dependable childcare, finances, transportation, and lack of resources. These factors inhibited a student parent from attending class as well as completing the required school work.

A parenting workshop mentioned in this article discussed an assessment that was conducted to determine the stress factors that were currently affecting student parents. The assessment results concluded that many parents lacked additional support from family and friends to help out during difficult times as well as possible community resources that could have supported them.

The parenting class that was offered to low-income student parents was a great resource to further enhance and develop necessary parenting skills. According to the article, many student parents enjoyed the course, received college credit, and learned about a variety of community resources that were of value to them. Social advocacy was necessary to assist student parents in order for more college campuses to create parenting classes.

Multiple Roles of Student Parents

Fairchild (2003) specified the multiple roles that adult learners experienced as well as the lack of support they were carrying. This article addressed the importance of having childcare facilities on-campus so parents were able to attend school and complete their education. Child-care on college campuses was becoming more widespread throughout the United States and this dilemma was the determining factor on whether or not a parent was able to go back to school.

Fairchild also discussed reasons why it was difficult for parents to go back to school which included: family, job commitments, and finding adequate childcare for their children. When parents decided to go

back to school to fulfill their educational needs, they often had to determine how to manage all of the multiple roles they were currently carrying.

This study clearly stated the importance of having a childcare facility located on college campuses so it was convenient for the student parent to attend school. Relieving as many stress factors as possible was important so the student parent did not have multiple things to worry about and had a sense of relief knowing their child was nearby if anything happened.

Eligibility Requirements for Preschool Programs

Gennetian and colleagues (2010) specified the importance of the issue surrounding income and the eligibility requirements for many preschool programs. Many families experienced a change in their family dynamics due to the economic downfall. Most families had a picture in their mind of a preschool or daycare center in which they wanted to enroll their child, but financially could not afford it. Unfortunately, because of their income status, they were unable to afford a certain program. Reasons why they did not qualify for certain preschool programs included: loss of a job, or a

cut in pay or hours at their current employer, which forced the families to make adjustments for their financial well-being. These families were unaware of what was expected before a child entered school and, therefore, the child may have lacked the important skills to enter school and feel successful. These families were also unaware of community resources that could have assisted them in finding a preschool program that focused on school readiness as well as fit their budget.

This article clearly stated that policy played a big factor when it came to the availability of preschool programs for low-income families. Policy changes were needed because it was necessary to provide a more enriching learning experience through preschools that provided assistance to low-income families. More programs must be established as well as further support through educational classes to learn about health, nutrition, and early education.

Importance of Child Care

Gonchar (1995) specified the importance of student mothers having arrangements for child care so they were able to take advantage of their educational experience

and obtain their goals. When student mothers had access to child care, their educational goals became the main focus and were more meaningful. These mothers were able to take advantage of all of the student services that were offered on college campuses.

This article mentioned several reasons why student mothers sometimes had a hard time finishing school. A main reason was they carried multiple roles, which led to carrying increased stress and conflict. Another reason was the transition from being at-home to attending college could be difficult and could often lead to a stressful situation. On-campus child care supported parents because the child was near the parent if anything happened. This proximity to their child helped tone down the stress for the parent.

This study clearly stated that it was essential for parents attending school to have child care covered so they were able to focus on their education. Having age-appropriate classroom learning experiences was also essential so children continued to learn what they needed to know for Kindergarten. When parents knew that their children were taken care of and were in a learning environment, parents were able to focus on getting their

own school work done. It was essential to continue to have these programs available for families who needed the extra support to reach their ultimate goals.

Ha and colleagues (2010) mentioned the importance of differing needs between younger mothers and mothers who had older children. For mothers who had younger children, it was important to create policies that helped assist young mothers with the ability to be able to afford childcare that was appropriate for their child.

This study discussed the importance of assisting low-income families with childcare that was affordable as well as was a good environment for the child. Making necessary changes that benefited low-income families was essential especially if a parent decided to go back to school and needed extra support. A continuation of improving childcare programs was necessary in order to provide flexibility for the families.

Head Start (2010) advocated the importance of supporting low-income children by providing a child development program that emphasized services that focused on the entire family. Educating the whole family as a unit was important so everyone had the same basic understanding of needs that must be met in order to stay

healthy. The article discussed important aspects including: education, health, nutrition, and counseling services. Education through resources or support was essential in helping meet families' basic needs. Providing valuable resources to low-income families gave them opportunities to keep their family stable and healthy as well as make sure their children received a comprehensive curriculum that focused on their learning needs.

The article stressed the importance of educating the family as an entire unit and not just focusing on an individual person. Educating the family about community resources as well as health and nutrition made the family a stronger unit overall.

Herbst and colleagues (2010) examined the impact of the child care subsidy system for child development. Many low-income families were unable to afford to place their child in a structured program that focused on early education. Subsidies helped assist with the cost or completely covered the cost of childcare for the parent who qualified based on their income. Unfortunately, many of these programs did not assist children with their

reading skills to help prepare them further for Kindergarten.

This article expressed the importance of subsidies to help assist low-income families with the cost of childcare. The issue was whether or not the childcare program was appropriate for the child and if they learned what was required to start Kindergarten. The article mentioned that further research was required in order to continue to improve subsidy programs for low-income families.

Kaufman (2005) examined college students' attitudes concerning work and family. There were many different expectations of men and women as well as ideas in terms of what tasks were assigned more or less to one specific gender.

One methodological limitation to this study was that it was based in a small southern town where conservative views and attitudes were upheld. A majority of southerners believed that males were the providers and women stayed home and took care of the house and children. So, the results were not completely generalizable because of the population from whom the information was gathered.

This article clearly stated that gender was viewed from many different perspectives as well as how to maintain a family unit. If the male in the family was supportive of the female going back to school to earn a higher education, it was important to provide resources to further support the family.

Importance of School Readiness

Magnuson and Shager (2010) discussed how a majority of children were able to enter a preschool program that helped assist them towards school readiness. Federal and State funds helped a great deal by assisting these families with covering childcare costs. Multiple states across the U.S. had different guidelines to ensure that children had access to quality early education.

This article mentioned the importance of policy and the need to alter or make changes to guidelines for low-income families to receive early education for their children. Social policy came into play because it looked at the enrollment process as a whole and, therefore, new ideas further assisted these families. The article clearly stated the importance of policy and the need for changes to certain programs so low-income families

received assistance with childcare costs. A collaborative effort between all parties was important so changes were made and the child reaped the benefits of learning the essential skills so they were ready for school.

Positive Aspects of School and Childcare

Ricco (2009) mentioned the comparison between college mothers' student role attitudes toward parenting and their children's attitudes toward attending school. To encourage a positive attitude toward learning, the parent must show the child through examples, the positive aspects of school by completing assignments, completing their reading each day, as well as the responsibility of completing other tasks involved with being in school.

The article mentioned the importance of the parent figure in giving them opportunities to be in a student role. The child had the ability to be part of the experience in preparing for class as well as be part of the responsibility. Showing a positive attitude toward going to school at a young age encouraged the child to view school in the same way and be excited about going every day.

Juggling Multiple Roles

O'Brien and Quimby (1995) discussed female students who were parents experienced distress while trying to juggle multiple roles and attend school. Social support, according to the article, minimized distress. Support received by faculty, friends, and family helped with overall satisfaction in the student role.

A methodological limitation to this study was that participants ranged in age from twenty-six years of age to fifty-three years old. This was a significant gap between these age ranges which brought up different issues with which each participant was dealing. A young mom may be worrying about child care, financial problems, and may or may not have the support of her family. An older mom may be dealing with a divorce and may or may not be financially stable. For the purpose of the CCAMPIS project, the focus was on low-income families where the parents ranged from young mothers to mothers who were in their late forties.

O'Brien and Quimby (1995) also found that perceived social support and a secure mother/child attachment were essential in order to have a healthy psychological well-being. Additional support by academic counselors as

well as social support was important for female student parents to have.

Budget Increase by Congress to Help Child Care Access Means Parents In School

In Yuchnin (2001) Congress increased the budget for the Child Care Access Means Parents In School (CCAMPIS) project. "This small but important program supports and enhances campus-based child care opportunities for low-income parents" (p. 22).

Nearly 2,500 campus child-care centers existed nationwide and many of the campus programs were limited to the children of students and faculty and staff members (Yuchnin, 2001). The Center at Borough of Manhattan Community College received a grant worth two-hundred thousand dollars in each of the past two years. The Center's Director estimated that child care costs added up to more than two-hundred dollars per week for each child who attended. Because of funds from the grant program and other sources, needy students only paid a fraction of the cost (Yuchnin, 2001).

The CCAMPIS project which was becoming more widespread on college campuses was a life saver for many parents seeking a higher education. Hopefully, this grant

continues to be funded so more programs can be established and more parents can be supported.

The literature reviewed advocated for campus-based child care centers. It was definitely essential for parents who were earning a college degree and needed subsidized childcare. Further research was needed to learn what resources and additional support systems student parents needed in order to reduce stress while going to school. Determining these needs benefited student parents in finishing college and benefited their children by attending quality childcare programs.

Theories Guiding Conceptualization

Systems theory guided this research because it included a family or individual as the center focus with the surrounding components being the support systems that were involved with the family or individual. Systems were constantly exchanging information with one another and when one system was affected by a sudden change, then all of the systems were affected. The family or individual was constantly trying to find a balance between all of the systems so a normal life could be led. According to Hepworth and colleagues (2010) "using the systems

framework will enable social workers to analyze and assess the content and processes of families as well as external influences" (p. 237). While conducting research on the service needs of the parents, all systems that the parent experienced had to be considered because numerous stressors came from different areas of the parent's life.

Strengthening Relationships

Network theory also related to this thesis project because it emphasized strengthening an individual's relationships on all levels. According to Hepworth and colleagues (2010), "the goal is to unite their efforts in tightening the social network of relationships for the purpose of offering support, reassurance, and solidarity to troubled members and other members of the social network" (p. 194). It was important for individuals to have support when difficult times arose in their lives so they could receive assistance in solving current problems. In evaluating the needs of the parents involved in CCAMPIS, this theory also gave a similar perspective as systems theory because it showed support that parents had in their life as well as any additional support that was needed.

Assessing Self and Support Systems

Strengths-based theory stressed giving parents the necessary tools they needed in order to work through current problems. Looking at individual strengths was also necessary to point out to the client as well as current issues in their life that were positive. This theory helped to explore all aspects of the parents' current coping mechanisms and resources or services that they could use in the future to help them succeed.

Summary

In the literature review various programs were identified that supported student parents in a variety of ways. All of the programs supported having on-campus child care programs available for student parents. Some offered additional services such as nutritional programs, weekend hours, and included grandparents raising grandchildren. Support by academic counselors as well as access to resources in the community provided additional support for student parents being successful.

CHAPTER THREE

METHODS

Introduction

This chapter covered specific details on the importance of this research study and the way in which the data was collected. Details on the design of this study were discussed as well as any limitations that were encountered. This study found what services and/or resources were beneficial to parents while they were continuing their education as well as the utilization of the Social Work Intern.

Study Design

The specific purpose of this study was to explore service needs of parents who participated in the Child Care Access Means Parents In School (CCAMPIS) project. Learning what resources in the community provided additional support was essential so parents could use these tools in stressful situations. Many parents were not aware of community resources that were available to them and could be very useful to their family. The study also assessed the parents' awareness of the Social Work Intern and the utilization of her services.

The data collection method was a parent survey. The CCAMPIS program required parents to complete a quarterly survey asking them to express their overall experience with the program. This was a requirement of all families who were participating in the program. The survey already established was used as a model for this research project. Additional questions were developed relating to the research topic and specific enough to gather sufficient data.

This type of data collection method fit appropriately with the research project that was being conducted. A survey was a quick way to gather data and parents who participated did not feel pressured by time restraints. They were able to answer questions that pertained to their experience and provided feedback as to services that were beneficial to them.

A limitation to this study was parents might list a resource that either did not exist or was not accessible. Further research was needed in order to find a resource that was beneficial to the parents. Another limitation was that parents may not have answered the questions on the survey honestly because they felt that this survey put them in jeopardy of losing their spot in this child

care program. A confidentiality statement was provided to parents stating that there was no identifying information requested on the survey. Hopefully, this statement reassured them.

Sampling

The sample for this study included parents who were participating in the CCAMPIS program. There were approximately sixty-four families at the Children's Center and twenty families at the Infant/Toddler Lab School during the 2010 academic year. These numbers provided a sufficient population from which to gather data for this project.

Forty-six CCAMPIS families completed the survey. This sample was sufficient to provide data for the original research questions. Access to the families currently participating in CCAMPIS was obtained by the Coordinator of this program through a list developed each quarter.

Data Collection and Instruments

Questions that pertained to family support systems, possible community resources, and use of the Social Work Intern were included in the project survey instrument

(Appendix A). The primary goal of the survey questions was to review the service needs of CCAMPIS parents. A secondary goal was to determine if parents were aware of the availability of the Social Work Intern and whether or not they utilized her services. The procedure was to collect surveys from parents at both centers over a three week period during Spring Quarter 2010.

The unmet service needs of the parents were the dependent variable. The level of measurement used to collect this data was ordinal because it measured discrete service needs and support systems. When reviewing the completed surveys, the discrete services were ranked based on most requested. The independent variables were the support systems identified by the parents. Second were measures of community resources such as support groups, counseling services, or food programs that benefited parents. Third were measures of the parents' knowledge or awareness of the availability of the Social Work Intern. The level of measurement used to collect the data for the independent variables was ordinal because parents identified their support needs and their awareness / use of the Social Work Intern.

Procedures

During the 2010 Spring Quarter the Social Work Intern survey was distributed to parents at both centers of the CCAMPIS program over a three-week period. The Social Work Intern was available on Tuesdays and Wednesdays each week at both centers to meet the majority of the parents at each site, encourage their survey participation, and answer questions.

An advertising flyer (Appendix B) was distributed to each CCAMPIS family's folder at their child's preschool site to notify them of the research study. The flyer indicated the two locations where the Social Work Intern was available as well as times that the data collection was taking place. The flyer also covered the duration of the study, confidentiality, benefits, and a brief explanation stating why this research was being conducted. If parents had questions regarding the survey, an e-mail address was included to contact the Social Work Intern.

Protection of Human Subjects

If parents decided to participate in completing the survey, there was no identifiable information required.

The survey was designed to have parents feel comfortable and not worry about being involved in a research study.

An informed consent form (Appendix C) was provided to all of the participants stating that they understood what they were participating in and that they were able to drop out at any time during the process without penalty. A debriefing statement (Appendix D) was also included which stated the purpose of the research being conducted as well as information provided on where to obtain a copy of the results.

Data Analysis

Quantitative procedures and analysis methods were used. Once the data was collected, it was input into the Statistical Package for the Social Sciences (SPSS) for further review to see if relationships emerged that detailed supports and resources needed by parents. There were ten questions on the survey for parents. These questions related to gender, marital status, employment status, and awareness of the availability of the Social Work Intern on-site. Frequency distributions were calculated for the above question categories. Correlations were tested to see the relationships between

several demographic variables and resources. There were several correlations that were found not significant. A Crosstabulation was conducted to review whether a relationship existed between a demographic variable and a resource. These findings will be discussed in Chapter 4.

Summary

Chapter Three reviewed the design methods, sampling, data collection, procedures, and data analysis for this thesis project. Data was collected through a parent survey. Procedures, such as the survey flyer development, were discussed. Data was analyzed through the use of SPSS, resulting in frequency distributions that addressed the demographic variables, support systems, resources, availability of the Intern, and utilization of her services. Further Correlations were conducted to determine if there were significant findings between demographic variables and support systems and resources. A Crosstabulation was conducted to determine whether a demographic variable of gender was significant in comparison to the resource of counseling services.

CHAPTER FOUR

RESULTS

Introduction

Data analysis was completed on the data received from the respondent surveys. The data was entered into SPSS and each variable was given a numerical value so descriptive statistics could be determined. Frequencies were obtained to determine the distribution of socio-demographics which included age, gender, marital status, and employment status. Other data was analyzed using Correlations and a Crosstabulation in an attempt to detect relationships between support and resources that CCAMPIS parents identified and the utilization of the Social Work Intern.

Presentation of the Results

The demographic characteristics of the respondents are displayed in Table 1 (below). There were 46 CCAMPIS parents who participated in this study. More than half of the participants were female (87%); while only 13% of the participants were male. The age range was 21 - 48 years with the mean age of 29.17 years.

Marital status indicated that half of the participants were married (52.2%). Non-married participants were almost an equal percentage (47.8%). Employment status indicated that more than half of the participants were not working (56.5%). The balance of participants (43.5%) worked while also attending school.

Table 1. Demographic Characteristics of the Respondents

Variable	Frequency (n)	Percentage (%)
Age (N = 46) Mean = 29.17		
21 - 25	15	32.6%
26 - 30	14	30.4%
31 - 35	12	26.0%
36 - 40	2	4.3%
41 - 45	2	4.3%
46 - 50	1	2.1%
Gender (N = 46)		
Male	6	13.0%
Female	40	87.0%
Marital Status (N = 46)		
Married	24	52.2%
Single	22	47.8%
Employment Status (N = 46)		
Employed	20	43.5%
Unemployed	26	56.5%

Characteristics of resources (Table 2 below) displayed: the most requested resource was Low Cost Medical / Dental Clinics (45.7%). Two resources that were

almost of equal value were Stress Management (43.5%) and Food Programs (43.3%). A fourth resource frequently requested was Affordable Housing (41.3%).

Table 2. Demographic Characteristics of Resources

Variable	Frequency (n)	Percentage (%)
Low Cost Medical/Dental Clinics (N = 46)		
Requested	21	45.7%
Not Requested	25	54.3%
Stress Management (N = 46)		
Requested	20	43.5%
Not Requested	26	56.5%
Food Programs (N = 46)		
Requested	20	43.3%
Not Requested	26	56.5%
Affordable Housing Programs (N = 46)		
Requested	19	41.3%
Not Requested	27	58.7%
Counseling Services (N = 46)		
Requested	10	21.7%
Not Requested	36	78.3%
Parenting Information (N = 46)		
Requested	9	19.6%
Not Requested	37	80.4%

Table 3 (below) shows the support systems that CCAMPIS parents identified as primary support. The most commonly identified support system was Extended Family (69.6%). Friends (58.7%), and Spouse / Significant Other

(54.3%) provided measurable support to parents as well. Church (23.9%) and Other Support (23.9%) were significantly lower as support systems for parents.

Table 3. Demographic Characteristics of Support Systems

Variable	Frequency (n)	Percentage (%)
Extended Family		
Yes	32	69.6%
No	14	30.4%
Friends		
Yes	27	58.7%
No	19	41.3%
Spouse / Significant Other		
Yes	25	54.3%
No	21	45.7%
Church		
Yes	11	23.9%
No	35	76.1%
Other Support		
Yes	11	23.9%
No	35	76.1%

Table 4 (below) showed that a majority of participants were aware of the Social Work Intern (63.0%) which is a positive statistic in terms of the new position in the CCAMPIS program. However, participants did not Use the Services Offered by the Social Work Intern at a disturbing rate (4.3%). This issue will be

discussed at length in Chapter 5 and relates to a key recommendation for the future of the CCAMPIS program.

Table 4. Demographic Characteristics of Availability of Intern and Use of Services

Variable	Frequency (n)	Percentage (%)
Awareness of Social Work Intern		
Yes	29	63.0%
No	17	37.0%
Use of Services Offered		
Yes	2	4.3%
No	44	95.7%

Participants identified four reasons for not using the Social Work Intern. These reasons included Unaware of Resources Available (32.6%), Time Restraints (28.3%), Conflicting Schedule with Intern's Availability (2.2%), and Other (37.0%). Unfortunately, participants did not further identify what "Other" meant.

Table 5. Demographic Characteristics for Non-Use of Intern

Variable	Frequency (n)	Percentage (%)
Unaware of Resources Available	15	32.6%
Time Restraints	13	28.3%
Conflicting Schedule with Intern's Availability	1	2.2%
Other	17	37.0%

Correlations between Demographics and Support Systems

The correlation between Gender and the number of CCAMPIS parents who requested Counseling Services as a resource was not statistically significant ($p = .109$). That is, the gender of CCAMPIS parents (Question 1) was not correlated to the number of CCAMPIS parents who requested Counseling Services as a useful resource. In other words, gender does not determine whether or not the CCAMPIS parents will seek counseling services.

Table 6. Correlation between Gender and Counseling Services

		Gender	Counseling Services
Gender	Pearson Correlation	1	.109
	Sig. (2-tailed)		.471
	N	46	46
Counseling Services	Pearson Correlation	.109	1
	Sig. (2-tailed)	.471	
	N	46	46

The relationship between CCAMPIS parents who were married and the number of CCAMPIS parents who had friends as a Support System was not statistically significant ($p = .450$). That is, CCAMPIS parents who were married (Question 2) was not correlated to CCAMPIS parents who counted friends as a Support System (Question 7). In other words, CCAMPIS parents who were married were least likely to list friends as a support system.

Table 7. Correlation between Married and Friends as a Support System

		Married	Friends
Married	Pearson Correlation	1	-.450**
	Sig. (2-tailed)		.002
	N	46	46
Friends	Pearson Correlation	-.450**	1
	Sig. (2-tailed)	.002	
	N	46	46

The correlation between CCAMPIS parents who identified their Extended Family as a Support System and the number of CCAMPIS parents who counted their friends as a Support System was not statistically significant. ($p = .501$). That is, CCAMPIS parents who counted their Extended Family as a Support System were not likely to answer that they also counted their Friends as a Support System.

Table 8. Correlation between Extended Family and Friends as Support Systems

		Extended Family	Friends
Extended Family	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.000
	N	46	46
Friends	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.000	
	N	46	46

The correlation between CCAMPIS parents who counted their Spouse / Significant Other as a Support System and the Age of the CCAMPIS parents was not statistically significant ($p = .334$). That is, as the age of the CCAMPIS parents increased, the likelihood of having a Spouse / Significant Other as a Support System did not increase.

Table 9. Correlation between Age and Spouse / Significant Other Support System

		Age	Spouse / Significant Other
Age	Pearson Correlation	1	.334*
	Sig. (2-tailed)		.023
	N	46	46
Spouse / Significant Other	Pearson Correlation	.334*	1
	Sig. (2-tailed)	.023	
	N	46	46

The relationship between Gender and the number of CCAMPIS parents who had Friends as a Support System was not statistically significant ($p = .331$). That is, CCAMPIS female participants were neither more nor less likely to list friends as a Support System. Since there were six males that participated in this study, the likeliness of them counting friends as a Support System was not common.

Table 10. Correlation between Gender and Friends as a Support System

		Gender	Friends
Gender	Pearson Correlation	1	-.331*
	Sig. (2-tailed)		.025
	N	46	46
Friends	Pearson Correlation	-.331*	1
	Sig. (2-tailed)	.025	
	N	46	46

Table 11. Gender and Friends as a Support System

		Friends		Total
		Yes	No	
Gender	Male	1	5	6
	Female	26	14	40
Total		27	19	46

The correlation between CCAMPIS parents who counted Friends as a Support System and the CCAMPIS parents who did not Use The Services of the Intern was not

statistically significant ($p = .370$) That is, CCAMPIS parents who had Friends as a Support System may or may not have utilized The Services of the Social Work Intern.

Table 12. Correlation between Friends as a Support System and Use of the Social Work Intern

		Friends	No Use of Services
Friends	Pearson Correlation	1	.370*
	Sig. (2-tailed)		.011
	N	46	46
No Use of Services	Pearson Correlation	.370*	1
	Sig. (2-tailed)	.011	
	N	46	46

The relationship between CCAMPIS parents who were married and the number of CCAMPIS parents who counted Stress Management as a resource was not statistically significant ($p = .302$). That is, CCAMPIS parents who were married (Question 2) were less likely to utilize stress resources from the Social Work Intern.

Table 13. Correlation between Married and Stress Management Resource

		Married	Stress Management
Married	Pearson Correlation	1	-.302*
	Sig. (2-tailed)		.042
	N	46	46
Stress Management	Pearson Correlation	-.302*	1
	Sig. (2-tailed)	.042	
	N	46	46

The correlation between CCAMPIS parents who were married and the number of CCAMPIS parents who identified Parenting Information as a resource was not statistically significant ($p = .296$). That is, CCAMPIS parents who were married were less likely to request parenting resources.

Table 14. Correlation between Married and Parenting
Information Resource

		Married	Parenting Information
Married	Pearson Correlation	1	-.296*
	Sig. (2-tailed)		.046
	N	46	46
Parenting Information	Pearson Correlation	-.296*	1
	Sig. (2-tailed)	.046	
	N	46	46

Summary

The results of this study found that 87% of the participants from CCAMPIS families were female, with an average age of 29.17 years, and married. CCAMPIS families identified three valuable support systems that they relied on while attending school including Extended Family, Friends, and Spouse / Significant Other. All of the Correlations that were conducted between the demographic variables of age, gender, and marital status with support systems were not significant.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter covers several issues that surfaced when reviewing the data from this research project. The findings suggest that, for the most part, parents had support systems in place to help them while they attend college. Extended Family, Friends, and Spouse/Significant Other were identified by over half the parents as being ongoing support for them. While 63% of the parents were aware of the Social Work Intern on site, few requested her services. Parents with social supports may not feel the need for "support" (counseling) from the Intern. However, many parents requested specific resources as key needs for their families.

Discussion

Forty-six CCAMPIS parents completed the survey for this research project during Spring Quarter 2010. The majority of participants were female (87%) with only six male participants (13%). The age range was from 21 years - 48 years with the mean age of 29.17 years. This age demographic will have implications on how to present

information to parents that will be discussed in the Recommendations section of this chapter. About half of the participants (52.2 %) were married while non-married participants were almost an equal percentage (47.8%). Results showed a majority (56.5%) were not working.

While parents did not use the Social Work Intern for supportive counseling per se, they did seek out resources needed by their families. Four resources were most requested: Low Cost Medical/Dental Clinics, Food Programs, Stress Management information, and Affordable Housing programs. As part of the grant assignment of the Social Work Intern, community resource manuals were created for each CCAMPIS childcare site. The categories of resources listed above are included in the resource manuals as well as a myriad of other resources, such as special needs resources, assessment options for children, Christian-based services, and local school district contact information.

Parents also noted support systems they had in place to help them with their busy schedules. They identified Extended Family (69.6%), Friends (58.7%), and Spouse/Significant Other (54.3%) as primary support systems for them. CCAMPIS parents counted Extended Family

as a support system. One correlation was that as the Age of the CCAMPIS parents increased, the likelihood of having a Spouse / Significant Other did not increase. Female participants of the program were not likely to list friends as a Support System. With the small number of males in the study (6), the significance of Friends as a support system was not present.

The data from Chapter 4 showed 63% of the parents were aware of the Social Work Intern at their child's childcare program. However, about one-third (32.6%) of the parents were unaware of the resources available to them from the Intern. The establishment of the Social Work Intern position in 2009 was new on several levels, including the programs at the Infant/Toddler Lab School, the Children's Center, CSUSB Graduate MSW Program, and the CCAMPIS program. It is understandable that staff in all these programs and a second year graduate MSW student would be somewhat unclear as to how the role of the Intern would function. The primary reason for not utilizing the Intern was Unaware of Resources Available (32.6%). Time restraints were also a consideration for parents at 28.3%. Clearly, marketing strategies for the Intern position are key in order for parents and staff of

the childcare centers to utilize the Intern as a resource for families.

While an assumption with the establishment of the Social Work Intern position may have been that CCAMPIS families are stressed and in need of supportive counseling, this concept did not seem to be true. Gender did not determine whether or not participants sought counseling services. It was difficult to determine accurately because such a small number, only 10 parents (21.7%), sought counseling resources.

The correlation between parents who counted friends as a support system and the parents who did not use the services of the Intern was not significant. Perhaps parents with strong support systems do not feel the need to go outside their immediate circle for supportive counseling.

There were two interesting correlations regarding CCAMPIS parents who are married. CCAMPIS parents who are married and CCAMPIS parents who would utilize stress management as a beneficial resources was not significant. CCAMPIS parents who are married were least likely to seek stress management resources because they already had good support systems in place while attending school.

Limitations

A limitation of this project was that the Social Work Intern position was new in Fall 2009 and the establishment of this position took time at each childcare site. It would likely take at least a year to fully inform the staff about the role of the Intern and have them comfortable making referrals and have parents equally comfortable with the position and available services.

The CCAMPIS grant did not define any particular office space for the Intern which led to confusion and ambiguity as to appropriate office space at each CCAMPIS site. The Intern sometimes met parents at the front desk or in the classroom. Parents were often in a rush to get to class and did not have time to chat. No space with an element of confidentiality was available on a regular basis, making it difficult for parents to talk about any personal matter.

An additional limitation recognized by the researcher was that she understood that the survey questions were limited. Some of the questions should have been more detailed, such as "Other" as a response in Question 10 about Non-Use of the Intern. More options

would have further detailed what constraints were in not using the Intern. Several parents even stated to the Intern that they thought she was somehow connected with Child Protective Services (CPS) which made them reluctant to talk with her.

Recommendations for Social Work Practice, Policy and Research

This research study is the first one conducted with CCAMPIS parents to address the needs of parents participating in the program at CSUSB. The results of this study showed that CCAMPIS parents, for the most part, had good support systems in place, whether that included Extended Family, Friends, or Spouse/Significant Other. A majority of the parents felt they did not need extra support or counseling. Many parents had knowledge of community resources for their families. However, requests for resources focused on Low Cost Medical/Dental Clinics, Stress Management Information, Food Programs, and Affordable Housing. And, while data indicated only two parents requested services from the Social Work Intern, informal records kept by the Intern showed approximately 8 parents were assisted with a variety of resources.

A key recommendation is a concerted effort to explain the role of the Social Work Intern to both CCAMPIS staff and parents. It is important to first explain to staff at both preschool sites the role of the Social Work Intern and how they are to refer families who may need assistance. This is an important element in the success of the program to make certain all staff, parents, and the Social Work Intern have a clear understanding of roles and duties. The fact that a few parents thought the Social Work Intern position was related to CPS identifies an inherent mistrust of the title "Social Work Intern" for some families. One consideration may be to change the title to one such as "Family Support Coordinator" so a positive approach is made.

Along with changing the name of the Intern position is the continuing need to use marketing strategies for the position that are relevant to CCAMPIS parents. Strategies would include contact through text messaging, Facebook, and email. As the majority of the CCAMPIS parents are women under the age of 29 years, using current technology to stay in touch with them seems advisable. Visual marketing methods, such as flyers and

notices posted on site are relevant and necessary; however, additional creative methods are needed to reach young student parents. Using several communication options will make the Social Work Intern easily accessible.

Third, as parents had support systems and requested community resources, the resource manuals at both CCAMPIS sites must be updated often. Community resources change frequently so it must be a priority of the Social Work Intern to stay in touch with current information. With difficult economic times like we are experiencing, CCAMPIS families will likely continue to need resources.

Conclusions

Research on this important subject and population should not stop here. Further research needs to be done in order for parents to receive the full benefit of the CCAMPIS program. CCAMPIS offers a nurturing and stable program for young children and is vital in helping student parents succeed.

APPENDIX A
SOCIAL WORK INTERN SURVEY

Child Care Access Means Parents In School (CCAMPIS)
Social Work Intern Survey

1. What is your gender? ☐ Male ☐ Female
2. Are you married? ☐ Yes ☐ No
3. What is your age? _____ Ages of children _____
4. What is your expected graduation date?
5. Are you currently employed? ☐ Yes ☐ No
6. How many hours per week are you employed? _____
7. What supports do you currently have? Check all that apply.
☐ Spouse/Significant Other ☐ Friends
☐ Family ☐ Social Groups (ex: school club)
☐ Neighbors ☐ Church
☐ Other (please specify) _____
8. What other resources would be helpful to you while going to school?
Check all that apply.
☐ Food programs (ex: Women, Infant, Children)
☐ Low cost medical/dental clinics
☐ Affordable housing programs
☐ Counseling services (ex: couples / family)
☐ Transportation
☐ Parenting information (ex: parenting classes)
☐ Stress management
☐ Tutoring services
☐ On-campus events / activities
☐ Other (please specify)
☐ None at this time
9. Were you aware there is a Social Work Intern available to you and your family? ☐ Yes ☐ No

10. Did you use the services of the Social Work Intern this school year?

☐ Yes ☐ No

If yes, was the information helpful? _____

If no, why not? Please specify.

☐ Time restraints

☐ Was unaware of resources available

☐ Conflicting schedules with the Intern's availability

☐ Other (please specify) _____

Any additional comments are welcome below.

Thank you for your time!! Questions? Please contact Andrea Michelle Conklin
by e-mail at conka302@csusb.edu.

Developed by Andrea Michelle Conklin

APPENDIX B
ADVERTISING FLYER

RESEARCH PARTICIPANTS NEEDED!!

I am a graduate student at California State University, San Bernardino School of Social Work. I would like to invite you to participate in my research study to further investigate what the service needs are of parents participating in the Child Care Access Means Parents In School (CCAMPIS) project.

DURATION: Participants will be asked to commit to 10 minutes of their time to complete the survey.

CONFIDENTIALITY: This survey will remain completely confidential and will not ask any identifying information. The completed survey will be kept in a lock box at both centers and the Social Work Intern will be the only one with access to the box.

BENEFITS: Gaining a greater insight will help develop more accessible resources so parents can receive further support.

If you have any questions regarding this information you can contact me by e-mail at conka302@csusb.edu or my supervisor, Dr. Pa Der Vang at (909) 537-3775. I can also be reached on Tuesdays and Wednesdays at the Children's Center from 8am until noon and at the Infant / Toddler Lab School from noon until 4pm.

Thank you for your time,

Andrea Michelle Conklin

APPENDIX C
INFORMED CONSENT

Informed Consent

The study in which you are being asked to participate is designed to investigate the service needs of the parents who are currently participating in the CCAMPIS project. This study is being conducted by Andrea Michelle Conklin under the supervision of Professor Pa Der Vang, Professor of Social Work, California State University, San Bernardino. This study has been approved by the School of Social Work Sub-Committee of the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this study is to gain further insight into the service needs of parents who participate in the CCAMPIS project.

DESCRIPTION: This study contains questions to gain further insight into additional services that may be beneficial to CCAMPIS families.

PARTICIPATION: Participation is completely voluntary and refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. At anytime you may discontinue your participation without penalty or loss of benefit.

CONFIDENTIALITY: Your participation in this research study will remain confidential and no identifying information will be asked of you. All of the surveys collected will remain in a locked box at both centers that only the Social Work Intern can access.

DURATION: The survey will take about 10 minutes to complete.

RISKS: There may be questions on the survey that may bring up emotional and economical discomfort but the risk has been kept to a minimum.

BENEFITS: Additional services or resources may be able to be added to provide further support to parents and families. Finding out a particular support needed will also help benefit the grant in terms of providing additional help.

CONTACT: Dr. Pa Der Vang, Professor of Social Work, Supervisor. You can reach her by e-mail at pvang@csusb.edu or by phone at (909) 537-3775.

RESULTS: The results from this research study can be obtained at the Pfau Library located at California State University San Bernardino after September, 2011.

APPENDIX D
DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

This study you have just completed was designed to investigate the service needs of parents currently participating in the CCAMPIS project. It is important to find out what additional resources may be needed by parents so they can benefit from further support while obtaining their degree. It is necessary to find out specific resources so they can be made available as well as additional information.

Thank you for your participation. If you have any questions about this study, please feel free to contact Dr. Pa Der Vang at (909) 537-3775. If you would like to obtain a copy of the results from this study, they will be available at the Pfau Library after September 2011.

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